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(Original Signature of Member)

113TH CONGRESS  
1ST SESSION

**H. R.** \_\_\_\_\_

To award grants to encourage State educational agencies, local educational agencies, and schools to utilize technology to improve student achievement and college-and-career readiness, the skills of teachers and school leaders, and the efficiency and productivity of education systems at all levels.

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**IN THE HOUSE OF REPRESENTATIVES**

Mr. GEORGE MILLER of California introduced the following bill; which was referred to the Committee on \_\_\_\_\_

\_\_\_\_\_  
**A BILL**

To award grants to encourage State educational agencies, local educational agencies, and schools to utilize technology to improve student achievement and college-and-career readiness, the skills of teachers and school leaders, and the efficiency and productivity of education systems at all levels.

1       *Be it enacted by the Senate and House of Representa-*  
2       *tives of the United States of America in Congress assembled,*

1   **SECTION 1. SHORT TITLE.**

2           This Act may be cited as the “Transforming Edu-  
3   cation through Technology Act”.

4   **SEC. 2. TABLE OF CONTENTS.**

5           The table of contents for this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. Findings.
- Sec. 4. Purposes.
- Sec. 5. E-rate restriction.
- Sec. 6. Rule of construction regarding purchasing.
- Sec. 7. Definitions.

TITLE I—TECHNOLOGY READINESS AND ACCESS

- Sec. 101. Technology grants program authorized.
- Sec. 102. State applications.
- Sec. 103. State use of grant funds.
- Sec. 104. Local subgrants.
- Sec. 105. Reporting.
- Sec. 106. Authorization.

TITLE II—TECHNOLOGY FOR TOMORROW FUND

- Sec. 201. Short title.
- Sec. 202. Technology for tomorrow fund.
- Sec. 203. Application.
- Sec. 204. Use of funds.
- Sec. 205. Data collection and reporting.
- Sec. 206. Performance measurement and evaluation and dissemination.
- Sec. 207. Authorization of appropriations.

6   **SEC. 3. FINDINGS.**

7           Congress finds the following:

8           (1) There is growing opportunity provided by  
9   technology in classrooms, for every grade, in every  
10   subject, and for all types of learners, to—

11           (A) ensure that students are college-and-  
12           career ready; and

13           (B) access the accelerating roll-out of on-  
14           line assessments.

1           (2) Comprehensive education technology pro-  
2           grams have shown great success in improving stu-  
3           dent achievement, reducing secondary school dropout  
4           rates, and improving graduation and college enroll-  
5           ment rates.

6           (3) Mooresville Graded School District in the  
7           State of North Carolina has implemented an inte-  
8           grated education technology initiative, which has led  
9           to its ranking as the third highest achieving district  
10          in the State, with 21 percent composite achievement  
11          rate increases and 25 percent graduation rate in-  
12          creases over 5 years.

13          (4) At Manor New Tech High School in the  
14          State of Texas, where 65 percent of students receive  
15          free or reduced price lunch under the Richard B.  
16          Russell National School Lunch Act (42 U.S.C. 1751  
17          et seq.) and 75 percent are students of color, a  
18          project-based learning focus on science, technology,  
19          engineering and mathematics, has led to 62 percent  
20          of students being the first generation in their fami-  
21          lies to enroll in an institution of higher education  
22          and a near zero secondary school dropout rate.

23          (5) At the City Arts and Technology High  
24          School Envisions in San Francisco, California, which  
25          emphasizes personalized learning environments, inte-

1       gration of arts and technology in project-based  
2       learning, and development of deeper learning skills,  
3       98 percent of the graduates enrolled at an institu-  
4       tion of higher education, 91 percent remained en-  
5       rolled at such an institution, and 100 percent met  
6       the course requirements for entrance to the Univer-  
7       sity of California.

8           (6) The Federal Government placed a strong  
9       emphasis on technology professional development in  
10      the past decade, but no longer provides any funding  
11      support for such activities. Annual appropriations  
12      for grants awarded under the Enhancing Education  
13      through Technology Act of 2001 under subpart D of  
14      title II of the Elementary and Secondary Education  
15      Act of 1965 (20 U.S.C. 6751 et seq.) ended in 2010  
16      and all funds appropriated by the American Recov-  
17      ery and Reinvestment Act of 2009 (Public Law 111-  
18      5) for such grants were to have been spent by Sep-  
19      tember 2011.

20          (7) Online professional development courses  
21      offer excellent opportunities for educators to receive  
22      the training that they need 24 hours each day, 7  
23      days each week. However, a recent survey indicates  
24      that only 25 percent of teachers make use of online  
25      professional development courses.

1           (8) For technology to be fully integrated into  
2       classrooms and to ensure that students are college-  
3       and-career ready, it is critical that school adminis-  
4       trators are confident in their abilities to use tech-  
5       nology and thereby lead change in their schools and  
6       local educational agencies. The Federal Government  
7       must invest in building leadership skills and capacity  
8       for technology to truly take hold in our Nation's  
9       schools.

10 **SEC. 4. PURPOSES.**

11       The purposes of this Act are to—

12           (1) improve the achievement, academic growth,  
13       and college-and-career readiness of students who  
14       have developed the ability to think critically, apply  
15       knowledge to solve complex problems, work collabo-  
16       ratively, communicate effectively, be self-directed,  
17       and be responsible digital citizens;

18           (2) ensure all students have access to individ-  
19       ualized, rigorous, and engaging digital learning expe-  
20       riences;

21           (3) ensure that educators have the knowledge  
22       and skills to develop and implement digital learning  
23       curriculum, use technology effectively in order to  
24       personalize and strengthen instruction, and effec-

1       tively deliver and utilize assessments to measure stu-  
2       dent outcomes and support student success;

3           (4) ensure that administrators have the leader-  
4       ship, management, knowledge, and skills to design,  
5       develop, and implement a school or local educational  
6       agency-wide digital age learning environment;

7           (5) improve the efficiency and productivity of  
8       education through technology;

9           (6) address the connectivity needs of local edu-  
10      cational agencies and educational service agencies  
11      that are eligible for support under the E-rate pro-  
12      gram without duplicating the support available  
13      under such program; and

14          (7) ensure that State educational agencies, local  
15      educational agencies, and elementary schools and  
16      secondary schools have the technological capacity  
17      and infrastructure to meet purposes described in  
18      paragraphs (1) through (6).

19   **SEC. 5. E-RATE RESTRICTION.**

20      Funds awarded under this Act may be used to ad-  
21      dress the networking needs of a recipient of such funds  
22      for which the recipient is eligible to receive support under  
23      the E-rate program, except that such funds may not be  
24      duplicative of support received by the recipient under the  
25      E-rate program.

1 **SEC. 6. RULE OF CONSTRUCTION REGARDING PUR-**  
2 **CHASING.**

3 Nothing in this Act shall be construed to permit a  
4 recipient of funds under this Act to purchase goods or  
5 services using such funds without ensuring that the pur-  
6 chase is free of any conflict of interest between such recipi-  
7 ent, or any partner of such recipient, and the person or  
8 entity receiving such funds.

9 **SEC. 7. DEFINITIONS.**

10 In this Act:

11 (1) **IN GENERAL.**—Except as otherwise pro-  
12 vided in this Act, any term that is defined in section  
13 9101 of the Elementary and Secondary Education  
14 Act of 1965 (20 U.S.C. 7801) has the meaning  
15 given the term in such section.

16 (2) **DIGITAL LEARNING.**—The term “digital  
17 learning” means any instructional practice that ef-  
18 fectively uses technology to strengthen a student’s  
19 learning experience and encompasses a wide spec-  
20 trum of tools and practices, including—

21 (A) interactive learning resources that en-  
22 gage students in academic content;

23 (B) access to online databases and other  
24 primary source documents;

25 (C) the use of data to personalize learning  
26 and provide targeted supplementary instruction;

1 (D) student collaboration with content ex-  
2 perts and peers;

3 (E) online and computer-based assess-  
4 ments;

5 (F) digital content, adaptive, and simula-  
6 tion software or courseware,

7 (G) online courses, online instruction, or  
8 digital learning platforms;

9 (H) mobile and wireless technologies for  
10 learning in school and at home;

11 (I) learning environments that allow for  
12 rich collaboration and communication;

13 (J) authentic audiences for learning in a  
14 relevant, real world experience;

15 (K) teacher participation in virtual profes-  
16 sional communities of practice; and

17 (L) hybrid or blended learning, which oc-  
18 curs under direct instructor supervision at a  
19 school or other location away from home and,  
20 at least in part, through online delivery of in-  
21 struction with some element of student control  
22 over time, place, path, or pace.

23 (3) ELIGIBLE PARTNERSHIP.—The term “eligi-  
24 ble partnership” means a partnership that in-  
25 cludes—



1 (A) not less than 1—

2 (i) State educational agency; or

3 (ii) local educational agency or consor-  
4 tium of local educational agencies; and

5 (B) not less than 1—

6 (i) local educational agency, edu-  
7 cational service agency, consortium of local  
8 educational agencies, or consortium of edu-  
9 cational service agencies;

10 (ii) institution of higher education;

11 (iii) nonprofit or community-based or-  
12 ganization; or

13 (iv) business or for-profit organiza-  
14 tion.

15 (4) ELIGIBLE TECHNOLOGY.—The term “eligi-  
16 ble technology” means modern information, com-  
17 puter, and communication technology hardware,  
18 software, services, or tools, including computer or  
19 mobile hardware devices and other computer and  
20 communications hardware, software applications,  
21 systems and platforms, and digital and online con-  
22 tent, courseware, and online instruction and other  
23 online services and supports.

1           (5) E-RATE PROGRAM.—The term “E-rate pro-  
2           gram” means the Schools and Libraries Universal  
3           Service Support Mechanism.

4           (6) PROFESSIONAL DEVELOPMENT.—The term  
5           “professional development” is a process of contin-  
6           uous improvement for teachers and school leaders  
7           that improves educator knowledge, skills, and prac-  
8           tice toward the goal of increased student achieve-  
9           ment and—

10               (A) is intensive, ongoing, connected to  
11               practice, and on-site where allowable;

12               (B) is focused on student learning and ad-  
13               dresses the teaching of specific curriculum con-  
14               tent;

15               (C) is aligned with school improvement pri-  
16               orities and goals of the school and local edu-  
17               cational agency; and

18               (D) builds strong working relationships  
19               among teachers and school leaders that—

20                       (i) may be built around active profes-  
21                       sional learning communities; and

22                       (ii) may contain on-demand compo-  
23                       nents, such as instructional videos, train-  
24                       ing documents, or learning modules.

1           (7) SECRETARY.—The term “Secretary” means  
2           the Secretary of Education.

3           (8) STUDENT TECHNOLOGY LITERACY.—The  
4           term “student technology literacy” means student  
5           knowledge and skills in using contemporary informa-  
6           tion, communication, and learning technologies in a  
7           manner necessary for successful employment, life-  
8           long learning, and citizenship in the knowledge-  
9           based, digital, and global 21st century, including, at  
10          a minimum, the ability to—

11                 (A) effectively communicate and collabo-  
12                 rate;

13                 (B) analyze and solve problems;

14                 (C) access, evaluate, manage, and create  
15                 information and otherwise gain information lit-  
16                 eracy;

17                 (D) demonstrate creative thinking, con-  
18                 struct knowledge, and develop innovative prod-  
19                 ucts and processes; and

20                 (E) carry out the activities described in  
21                 subparagraphs (A) through (D) in a safe and  
22                 ethical manner.

23           (9) TECHNOLOGY READINESS SURVEY.—The  
24           term “technology readiness survey” means a survey  
25           completed by a local educational agency that pro-

1       vides standardized information comparable to the in-  
2       formation collected through the technology readiness  
3       survey administered under the Race to the Top As-  
4       sessment program under section 14006 of division A  
5       of the American Recovery and Reinvestment Act of  
6       2009 (Public Law 111-5) on the quantity and types  
7       of technology infrastructure and access available to  
8       the students served by the local educational agency,  
9       including computer devices, Internet connectivity,  
10      operating systems, related network infrastructure,  
11      data systems, and—

12                   (A) requiring—

13                   (i) an internal review of the degree to  
14                   which instruction, additional student sup-  
15                   port, and professional development is deliv-  
16                   ered in digital formats, media, and plat-  
17                   forms and is available to students and edu-  
18                   cators at any time;

19                   (ii) an internal review of the ability of  
20                   educators to use assessments and other  
21                   student data to personalize and strengthen  
22                   instruction and identify professional devel-  
23                   opment needs and priorities; and

1 (iii) any other information required by  
2 the State educational agency serving the  
3 local educational agency; and

4 (B) may include an assessment of local  
5 community needs to ensure students have ade-  
6 quate on-line access and access to devices for  
7 school-related work during out-of-school time.

8 (10) UNIVERSAL DESIGN FOR LEARNING.—The  
9 term “universal design for learning” has the mean-  
10 ing given the term in section 103 of the Higher  
11 Education Act of 1965 (20 U.S.C. 1003).

## 12 **TITLE I—TECHNOLOGY**

## 13 **READINESS AND ACCESS**

### 14 **SEC. 101. TECHNOLOGY GRANTS PROGRAM AUTHORIZED.**

15 (a) IN GENERAL.—From the amounts appropriated  
16 under section 106, the Secretary shall award State Grants  
17 for Technology Readiness and Access (in this title referred  
18 to as “grants”) to State educational agencies to strength-  
19 en State and local technological infrastructure and profes-  
20 sional development that supports digital learning through  
21 State activities under section 103(c) and local activities  
22 under section 104(c).

23 (b) GRANTS TO STATE EDUCATIONAL AGENCIES.—

1           (1) RESERVATIONS.—From the amounts appro-  
2           priated under section 106 for any fiscal year, the  
3           Secretary shall reserve—

4                   (A) three-fourths of 1 percent for the Sec-  
5           retary of Interior to provide assistance under  
6           this title for schools operated or funded by the  
7           Bureau of Indian Education; and

8                   (B) 1 percent to provide assistance under  
9           this title to the outlying areas; and

10          (2) GRANTS.—From the amounts appropriated  
11          under section 106 for any fiscal year and remaining  
12          after the Secretary makes reservations under para-  
13          graph (1), the Secretary shall make a grant for the  
14          fiscal year to each State educational agency with an  
15          approved application under section 102 in an  
16          amount that bears the same relationship to such re-  
17          mainder as the amount the State educational agency  
18          received under part A of title I of the Elementary  
19          and Secondary Education Act of 1965 (20 U.S.C.  
20          6311 et seq.) for such year bears to the amount all  
21          State educational agencies with an approved applica-  
22          tion under section 102 received under such part (20  
23          U.S.C. 6311 et seq.) for such year.

24          (c) MINIMUM.—The amount of a grant to a State  
25          educational agency under subsection (b)(2) for a fiscal

1 year may not be less than one-half of 1 percent of the  
2 total amount made available for grants to all State edu-  
3 cational agencies under such subsection for such year.

4 (d) REALLOTMENT OF UNUSED FUNDS.—If any  
5 State educational agency does not apply for a grant under  
6 subsection (b)(2) for a fiscal year, or does not use its en-  
7 tire grant under subsection (b)(2) for such year, the Sec-  
8 retary shall realLOT the amount of the State educational  
9 agency's grant, or the unused portion of the grant, to the  
10 remaining State educational agencies that use their entire  
11 grant amounts under subsection (b)(2) for such year.

12 (e) MATCHING FUNDS.—

13 (1) IN GENERAL.—A State educational agency  
14 that receives a grant under subsection (b)(2) shall  
15 provide matching funds, from non-Federal sources,  
16 in an amount equal to 20 percent of the amount of  
17 grant funds provided to the State educational agency  
18 to carry out the activities supported by the grant.  
19 Such matching funds may be provided in cash or in-  
20 kind, except that any such in-kind contributions  
21 shall be provided for the purpose of supporting the  
22 State educational agency's activities under section  
23 104(c).

24 (2) WAIVER.—The Secretary may waive the  
25 matching requirement under paragraph (1) for a

1 State educational agency that demonstrates that  
2 such requirement imposes an undue financial hard-  
3 ship on the State educational agency.

4 **SEC. 102. STATE APPLICATIONS.**

5 (a) APPLICATION.—To receive a grant under section  
6 101(b)(2), a State educational agency shall submit to the  
7 Secretary an application at such time and in such manner  
8 as the Secretary may require and containing the informa-  
9 tion described in subsection (b).

10 (b) CONTENTS.—Each application submitted under  
11 subsection (a) shall include the following:

12 (1) A description of how the State educational  
13 agency will meet the following goals:

14 (A) Use technology to ensure all students  
15 achieve college-and-career readiness and tech-  
16 nology literacy, including by providing high-  
17 quality education opportunities to economically  
18 or geographically isolated student populations.

19 (B) Provide educators with the tools, de-  
20 vices, content, and resources to—

21 (i) significantly improve teaching and  
22 learning, including support to increase per-  
23 sonalization for and engagement of stu-  
24 dents in pursuit of college-and-career read-  
25 iness and technology literacy; and



1 (ii) develop and use assessments to  
2 improve instruction consistent with the  
3 principles of universal design for learning,  
4 including for students with disabilities and  
5 English-language learners.

6 (C) Ensure administrators and school lead-  
7 ers have the flexibility and capacity to develop  
8 and manage systems to carry out activities de-  
9 scribed in subparagraphs (A) and (B), and sup-  
10 port administrators and school leaders in uti-  
11 lizing technology to promote equity and increase  
12 efficiency and productivity.

13 (D) Enable local educational agencies to  
14 build the technological capacity and infrastruc-  
15 ture (including through local purchasing of eli-  
16 gible technology), necessary for the full imple-  
17 mentation of on-line assessments for all stu-  
18 dents, (including students with disabilities and  
19 English-language learners) and to—

20 (i) ensure the interoperability of data  
21 systems and eligible technology; and

22 (ii) carry out subparagraphs (A)  
23 through (C).

24 (2) A description of the results of the tech-  
25 nology readiness in the State as determined by local

1 educational agency responses to the technology read-  
2 iness survey, including—

3 (A) the status of the ability of each local  
4 educational agency served by the State edu-  
5 cational agency to meet the goals described in  
6 section 104(b)(1);

7 (B) an assurance that not less 90 percent  
8 of the local educational agencies served by the  
9 State educational agency have completed and  
10 submitted the technology readiness survey to  
11 the State educational agency; and

12 (C) an assurance that the results of the  
13 technology readiness survey for each such local  
14 educational agency are made available to the  
15 Secretary and the public through the Website of  
16 the local educational agency.

17 (3) A description of the plan for the State edu-  
18 cational agency to support each local educational  
19 agency served by the State educational agency in  
20 meeting the goals described in section 104(b)(1) not  
21 later than 3 years after the local educational agency  
22 completes the technology readiness survey by ad-  
23 dressing the readiness gaps identified in such sur-  
24 vey.

1           (4) A description of the State's process for the  
2           adoption, acquisition, distribution, and use of con-  
3           tent, how the State will ensure integrity of such  
4           processes, and how such processes support the goals  
5           under paragraph (1) or how a State will change  
6           such processes to support such goals, and how the  
7           State will ensure content quality.

8           (5) A description of how the State educational  
9           agency will ensure its data systems and eligible tech-  
10          nology are interoperable.

11          (6) An assurance that the State educational will  
12          consider making content widely available through  
13          open educational resources when making purchasing  
14          decisions with funds received under this title.

15          (7) A description of the State's student tech-  
16          nology literacy standards and the technology stand-  
17          ards for teachers and administrators, and an assur-  
18          ance that the State's student technology literacy  
19          standards meet the requirements of section 7(8).

20          (8) An assurance that subgrant awards under  
21          section 104 will be carried out by the State edu-  
22          cational agency staff with responsibility for leader-  
23          ship, coordination, and implementation of instruc-  
24          tional and other classroom technologies.

1           (9) A description of how the State educational  
2       agency will award subgrants to local educational  
3       agencies under section 104.

4           (10) A description of the process, activities, and  
5       performance measures, that the State educational  
6       agency will use to evaluate the impact and effective-  
7       ness of the grant and subgrants funds awarded  
8       under this title across the State and in each local  
9       educational agency.

10          (11) A description of how the State educational  
11       agency will, in providing technical and other assist-  
12       ance to local educational agencies, give priority to  
13       the local educational agencies proposing to target  
14       services to—

15               (A) students in schools in need of improve-  
16       ment and persistently low-achieving schools;  
17       and

18               (B) schools with a high percentage of stu-  
19       dents that are eligible for free or reduced price  
20       lunch under the Richard B. Russell National  
21       School Lunch Act (42 U.S.C. 1751 et seq.).

22          (12) A description of how the State educational  
23       agency consulted with local educational agencies in  
24       the development of the State educational agency's  
25       application under this subsection.

1           (13) An assurance that the State educational  
2           agency will provide matching funds as required  
3           under section 101(e).

4           (14) A description of how the State educational  
5           agency will ensure that funds received under this  
6           title is not duplicative of support received under the  
7           E-rate program.

8           (15) An assurance that the State educational  
9           agency will protect the privacy and safety of stu-  
10          dents and teachers, consistent with requirements of  
11          section 444 of the General Education Provisions Act  
12          (20 U.S.C. 1232g) (commonly known as the “Fam-  
13          ily Educational Rights and Privacy Act of 1974”  
14          and section 2441(a) of the Elementary and Sec-  
15          ondary Education Act of 1965 (20 U.S.C. 6777(a)).

16 **SEC. 103. STATE USE OF GRANT FUNDS.**

17          (a) RESERVATION FOR SUBGRANTS TO SUPPORT  
18          TECHNOLOGY INFRASTRUCTURE.—Each State edu-  
19          cational agency that receives a grant under section  
20          101(b)(2) shall expend not less 90 percent of the grant  
21          amount for each fiscal year to award subgrants to local  
22          educational agencies in accordance with section 104.

23          (b) RESERVATION FOR STATE ACTIVITIES.—

24                  (1) IN GENERAL.—A State educational agency  
25          shall reserve not more than 10 percent of the grant

1 received under section 101(b)(2) for the State activi-  
2 ties described in subsection (c).

3 (2) GRANT ADMINISTRATION.—Of the amount  
4 reserved by a State educational agency under para-  
5 graph (1), the State educational agency may reserve  
6 not more than 1 percent or 3 percent, in the case  
7 of a State educational agency awarding subgrants  
8 under section 104(a)(2), for the administration of  
9 the grant under this title, except that a State edu-  
10 cational agency that forms a State purchasing con-  
11 sortium under subsection (d)—

12 (A) may reserve an additional 1 percent to  
13 carry out the activities described in subsection  
14 (d)(1); and

15 (B) shall receive direct approval from the  
16 local educational agencies receiving subgrants  
17 under section 104(a) from the State educational  
18 agency prior to reserving more than the addi-  
19 tional percentage authorized under subpara-  
20 graph (A) to carry out the activities described  
21 in subsection (d)(1).

22 (c) STATE ACTIVITIES.—A State educational agency  
23 shall use funds described in subsection (b) to carry out  
24 each of the following:

1           (1) Except for the awarding of subgrants in ac-  
2           cordance with section 104, activities described in the  
3           State educational agency's application under section  
4           102(b).

5           (2) Providing technical assistance to local edu-  
6           cational agencies to—

7                 (A) identify and address technology readi-  
8                 ness needs;

9                 (B) redesign curriculum and instruction,  
10                improve educational productivity, and deliver  
11                computer-based and online assessment;

12                (C) use technology, consistent with the  
13                principles of universal design for learning, to  
14                support the learning needs of all students in-  
15                cluding students with disabilities and English-  
16                language learners;

17                (D) support principals to have the exper-  
18                tise to evaluate teachers' proficiency in imple-  
19                menting digital tools for teaching and learning;  
20                and

21                (E) build capacity for individual school and  
22                local educational agency leaders.

23           (3) Developing or utilizing research-based or in-  
24           novative strategies for the delivery of specialized or  
25           rigorous academic courses and curricula through the

1 use of technology, including digital learning tech-  
2 nologies and assistive technology.

3 (4) Integrating and coordinating activities  
4 under this title with other educational resources and  
5 programs across the State.

6 (5) Disseminating information, including mak-  
7 ing publicly available on the Websites of the State  
8 educational agency promising practices to improve  
9 technology instruction, and acquiring and imple-  
10 menting technology tools and applications.

11 (6) Ensuring that teachers, paraprofessionals,  
12 library and media personnel, specialized instructional  
13 support personnel, and administrators possess the  
14 knowledge and skills to use technology—

15 (A) for curriculum redesign to change  
16 teaching and learning and improve student  
17 achievement;

18 (B) for formative and summative assess-  
19 ment administration, data analysis, and to per-  
20 sonalize learning;

21 (C) to improve student technology literacy;

22 (D) to expand the range of supports and  
23 accommodations available to English-language  
24 learners and students with disabilities; and



1 (E) for their own ongoing professional de-  
2 velopment and for access to teaching resources  
3 and tools.

4 (7) Coordinating with teacher and school leader  
5 preparation programs to—

6 (A) align digital learning teaching stand-  
7 ards; and

8 (B) provide ongoing professional develop-  
9 ment for teachers and school leaders that is  
10 aligned to State student technology standards  
11 and activities promoting college-and-career  
12 readiness.

13 (d) PURCHASING CONSORTIA.—

14 (1) IN GENERAL.—A State educational agency  
15 receiving a grant under section section 101(b)(2)  
16 may—

17 (A) form a State purchasing consortium  
18 with 1 or more State educational agencies re-  
19 ceiving such a grant to carry out the State ac-  
20 tivities described in subsection (c), including  
21 purchasing eligible technology;

22 (B) encourage local educational agencies to  
23 form local purchasing consortia under section  
24 104(c)(4); and

1 (C) promote pricing opportunities to local  
2 educational agencies for the purchase of eligible  
3 technology that are—

4 (i) negotiated by the State educational  
5 agency or the State purchasing consortium  
6 of the State educational agency; and

7 (ii) available to such local educational  
8 agencies.

9 (2) RESTRICTIONS.—A State educational agen-  
10 cy receiving a grant under section 101(b)(2) may  
11 not—

12 (A) except for promoting the pricing op-  
13 portunities described in paragraph (1)(C), make  
14 recommendations to local educational agencies  
15 for or require use of any specific commercial  
16 products and services by local educational agen-  
17 cies;

18 (B) require local educational agencies to  
19 participate in a State purchasing consortia or  
20 local purchasing consortia; or

21 (C) use more than the reservation amount  
22 authorized for the administration of the grant  
23 under subsection (b) to carry out the activities  
24 described in paragraph (1), unless the State

1 educational agency receives approval in accord-  
2 ance with subsection (b)(2)(B).

3 **SEC. 104. LOCAL SUBGRANTS.**

4 (a) SUBGRANTS.—

5 (1) GRANTS TO LOCAL EDUCATIONAL AGEN-  
6 CIES.—From the grant funds provided under section  
7 101(b)(2) to a State educational agency that are re-  
8 maining after the State educational agency makes  
9 reservations under section 104(b) for any fiscal year  
10 and subject to paragraph (2), the State educational  
11 agency shall award subgrants for the fiscal year to  
12 local educational agencies served by the State edu-  
13 cational agency and with an approved application  
14 under subsection (b) by allotting to each such local  
15 educational agency an amount that bears the same  
16 relationship to the remainder as the amount received  
17 by the local educational agency under part A of title  
18 I of the Elementary and Secondary Education Act  
19 of 1965 (20 U.S.C. 6301 et seq.) for such year  
20 bears to the amount received by all such local edu-  
21 cational agencies under such part for such year, ex-  
22 cept that no local educational agency may receive  
23 less than \$5,000.

24 (2) COMPETITIVE GRANTS TO LOCAL EDU-  
25 CATIONAL AGENCIES.—If the amount of funds ap-

1       appropriated under section 106 is less than  
2       \$500,000,000 for any fiscal year, a State edu-  
3       cational agency—

4               (A) shall not award subgrants under para-  
5       graph (1); and

6               (B) shall—

7                       (i) award subgrants, on a competitive  
8       basis, to local educational agencies based  
9       on the quality of applications submitted  
10      under (b), including—

11                       (I) the level of technology readi-  
12      ness as determined by the technology  
13      readiness surveys completed by local  
14      educational agencies submitting such  
15      applications; and

16                       (II) the technology plans de-  
17      scribed in subsection (b)(3) and how  
18      the local educational agencies with  
19      such plans will carry out the align-  
20      ment and coordination described in  
21      such subsection; and

22                       (ii) ensure that such subgrants are of  
23      sufficient size and scope to carry out the  
24      local activities described in subsection (c).

1           (3) DEFINITION OF LOCAL EDUCATIONAL  
2       AGENCY FOR CERTAIN FISCAL YEARS.—For pur-  
3       poses of awarding subgrants under paragraph (2),  
4       the term “local educational agency” means—

5                   (A) a local educational agency;

6                   (B) an educational service agency; or

7                   (C) a local educational agency and an edu-  
8       cational service agency.

9       (b) APPLICATION.—A local educational agency that  
10      desires to receive a subgrant under subsection (a) shall  
11      submit an application to the State at such time, in such  
12      manner, and accompanied by such information as the  
13      State educational agency may require, including—

14           (1) a description of how the local educational  
15      agency will—

16                   (A) carry out the goals described in sub-  
17      paragraphs (A) through (C) of section  
18      101(b)(1); and

19                   (B) enable schools served by the agency to  
20      build the technological capacity and infrastruc-  
21      ture (including through local purchasing of eli-  
22      gible technology), necessary for the full imple-  
23      mentation of on-line assessments for all stu-  
24      dents (including students with disabilities and  
25      English-language learners) and to—

1 (i) ensure the interoperability of data  
2 systems and eligible technology; and

3 (ii) carry out the goals described in  
4 subparagraphs (A) through (C) of section  
5 101(b)(1);

6 (2) a description of the results of the tech-  
7 nology readiness survey completed by the local edu-  
8 cational agency and a description of the plan for the  
9 local educational agency to meet the goals described  
10 in paragraph (1) within 3 years of completing the  
11 survey;

12 (3) a description of the local educational agen-  
13 cy's student technology literacy standards, and its  
14 goals for the technology skills for teachers and ad-  
15 ministrators, and an assurance that the student  
16 technology literacy standards meet the requirements  
17 of section 7(8).;

18 (4) a description of the local educational agen-  
19 cy's technology plan to carry out paragraphs (1) and  
20 (3) and how the agency will align and coordinate the  
21 activities under this section with other activities  
22 across the local educational agency;

23 (5) a description of the team of educators that  
24 will coordinate and carry out the activities under  
25 this section, including individuals with responsibility

1 and expertise in instructional technology, teachers  
2 that specialize in supporting students with disabili-  
3 ties and English-language learners, school leaders,  
4 technology officers, and staff responsible for assess-  
5 ments and data analysis;

6 (6) a description of how the local educational  
7 agency will evaluate teachers' proficiency and  
8 progress in implementing technology for teaching  
9 and learning;

10 (7) a description of how the local educational  
11 agency will ensure that principals have the expertise  
12 to evaluate teachers' proficiency and progress in im-  
13 plementing technology for teaching and learning and  
14 the interoperability of data systems and eligible tech-  
15 nology;

16 (8) a description of the local educational agen-  
17 cy's procurement process and process for the cre-  
18 ation, acquisition, distribution, and use of content,  
19 how the local educational agency will ensure integ-  
20 rity of such processes, and how such processes sup-  
21 port the goals described in paragraph (1) or how a  
22 local educational agency will change such processes  
23 to support such goals, and how the local educational  
24 agency will ensure content quality;

1           (9) a description of how the local educational  
2       agency will carry out activities under subsection (c);

3           (10) a description of how the subgrant funds  
4       received under subsection (a) will be coordinated  
5       with and supported by other Federal, State, and  
6       local funds to support activities under this title;

7           (11) a description of how the local educational  
8       agency will ensure that the subgrant received under  
9       subsection (a) is not duplicative of support received  
10      under the E-rate program; and

11          (12) an assurance that the local educational  
12      agency will protect the privacy and safety of stu-  
13      dents and teachers, consistent with requirements  
14      section 444 of the General Education Provisions Act  
15      (20 U.S.C. 1232g) (commonly known as the “Fam-  
16      ily Educational Rights and Privacy Act of 1974”  
17      and section 2441(a) of the Elementary and Sec-  
18      ondary Education Act of 1965 (20 U.S.C. 6777(a)).

19      (c) USE OF FUNDS.—

20          (1) TECHNOLOGY INFRASTRUCTURE.—Subject  
21      to paragraph (3), a local educational agency receiv-  
22      ing a subgrant under subsection (a) shall use not  
23      less than 40 percent of such funds to support activi-  
24      ties for the acquisition of eligible technology needed  
25      to—



1 (A) except for the activities described in  
2 paragraph (2), carry out activities described in  
3 the application submitted under subsection (b),  
4 including purchasing devices, equipment, and  
5 software applications, and improving  
6 connectivity to and within schools; and

7 (B) address readiness shortfalls identified  
8 under the technology readiness survey com-  
9 pleted by the local educational agency.

10 (2) PROFESSIONAL DEVELOPMENT FOR DIG-  
11 ITAL LEARNING.—Subject to paragraph (3), a local  
12 educational agency receiving a subgrant under sub-  
13 section (a)—

14 (A) shall use not less than 35 percent of  
15 such funds to carry out—

16 (i) digital age professional develop-  
17 ment opportunities for teachers, para-  
18 professionals, library and media personnel,  
19 specialized instructional support personnel,  
20 technology coordinators, and administra-  
21 tors in the effective use of modern infor-  
22 mation and communication technology  
23 tools and digital resources to deliver in-  
24 struction, curriculum and school classroom  
25 management, including for classroom

1 teachers to assess, support, and provide  
2 engaging student learning opportunities,  
3 including professional development that—  
4 (I) is ongoing, sustainable, and  
5 scalable;  
6 (II) is participatory;  
7 (III) includes communication and  
8 regular interactions with instructors,  
9 facilitators, and peers and is directly  
10 related to up-to-date teaching methods  
11 in content areas;  
12 (IV) includes strategies and tools  
13 for improving communication with  
14 parents and family engagement;  
15 (V) may be built around active  
16 professional learning communities or  
17 online communities of practice or  
18 other tools that increase collaboration  
19 among teachers across schools, local  
20 educational agencies, or States; and  
21 (VI) may contain on-demand  
22 components, such as instructional vid-  
23 eos, training documents, or learning  
24 modules;

1 (ii) ongoing professional development  
2 in strategies and pedagogy in the core aca-  
3 demic subjects that involve the use of tech-  
4 nology and curriculum redesign as key  
5 components of supporting effective, innova-  
6 tive teaching and learning, and improving  
7 student achievement;

8 (iii) ongoing professional development  
9 in the use of educational technologies to  
10 ensure every educator achieves and main-  
11 tains technology literacy, including pos-  
12 sessing and maintaining the knowledge and  
13 skills to use technology—

14 (I) across the curriculum for stu-  
15 dent learning;

16 (II) for real-time data analysis  
17 and online or digital assessment to en-  
18 able individualized instruction; and

19 (III) to develop and maintain  
20 student technology literacy;

21 (iv) ongoing professional development  
22 for school leaders to provide and promote  
23 leadership in the use of—

24 (I) educational technology to en-  
25 sure a digital-age learning environ-

1                   ment, including the capacity to lead  
2                   the reform or redesign of curriculum,  
3                   instruction, assessment; and

4                   (II) data through the use of tech-  
5                   nology in order to increase student  
6                   learning opportunity, student tech-  
7                   nology literacy, student access to tech-  
8                   nology, and student engagement in  
9                   learning; and

10                  (v) a review of the effectiveness of the  
11                  professional development and regular inter-  
12                  vals of learner feedback and data; and

13                  (B) may use such funds for—

14                   (i) the use of technology coaches to  
15                   work directly with teachers, including  
16                   through the preparation of teachers as  
17                   technology leaders or master teachers—

18                   (I) who are provided with the  
19                   means to serve as experts and to cre-  
20                   ate professional development opportu-  
21                   nities for other teachers in the effec-  
22                   tive use of technology; and

23                   (II) who may leverage tech-  
24                   nologies, such as distance learning  
25                   and online virtual educator-to-educa-

1 tor peer communities, as a means to  
2 support ongoing, participatory profes-  
3 sional growth around the integration  
4 of effective educational technologies;

5 (ii) innovative approaches to ongoing  
6 professional development such as non-  
7 standard achievement recognition strate-  
8 gies, including digital badging,  
9 gamification elements, use of learner-cre-  
10 ated learning objects, integration of social  
11 and professional networking tools, rating  
12 and commenting on learning artifacts, and  
13 personalization of professional develop-  
14 ment; and

15 (iii) any other activities required to  
16 carry out the local educational agency's  
17 technology plan described in subsection  
18 (b)(4).

19 (3) MODIFICATION OF FUNDING ALLOCA-  
20 TIONS.—A State educational agency may authorize a  
21 local educational agency to modify the percentage of  
22 the local educational agency's subgrant funds re-  
23 quired to carry out the activities described in para-  
24 graphs (1) or (2) if the local educational agency  
25 demonstrates that such modification will assist the

1 local educational agency in more effectively carrying  
2 out such activities.

3 (4) PURCHASING CONSORTIA.—Local edu-  
4 cational agencies receiving subgrants under sub-  
5 section (a) may—

6 (A) form a local purchasing consortia with  
7 other such local educational agencies to carry  
8 out the activities described in this subsection,  
9 including purchasing eligible technology; and

10 (B) use such funds for purchasing eligible  
11 technology through a State purchasing con-  
12 sortia under section 103(d).

13 **SEC. 105. REPORTING.**

14 (a) LOCAL EDUCATIONAL AGENCIES.—Each local  
15 educational agency receiving a subgrant under section 104  
16 shall submit to the State educational agency that awarded  
17 such subgrant an annual report the meets the require-  
18 ments of subsection (c).

19 (b) STATE EDUCATIONAL AGENCIES.—Each State  
20 educational agency receiving a grant under section  
21 101(b)(2) shall submit to the Secretary an annual report  
22 that meets the requirements of subsection (c).

23 (c) REPORT REQUIREMENTS.—A report submitted  
24 under subsection (a) or (b) shall include, at a minimum,  
25 a description of—

1           (1) the status of the State education agency's  
2           plan described in section 102(b)(3) or local edu-  
3           cation agency's technology plan under section  
4           104(b)(4), as applicable;

5           (2) the categories eligible technology acquired  
6           with funds under this title and how such technology  
7           is being used;

8           (3) the professional development activities fund-  
9           ed under this title, including types of activities and  
10          entities involved in providing such professional devel-  
11          opment to classroom teachers and other staff, such  
12          as school librarians;

13          (4) the instruction, strategies, activities, and  
14          curricula used in the programs funded under this  
15          title; and

16          (5) the types of programs funded under this  
17          title.

18 **SEC. 106. AUTHORIZATION.**

19          There are authorized to be appropriated to carry out  
20          this Act \$500,000,000 for fiscal year 2014 and such sums  
21          as may be necessary for each of the 4 succeeding fiscal  
22          years.

1       **TITLE II—TECHNOLOGY FOR**  
2                   **TOMORROW FUND**

3   **SEC. 201. SHORT TITLE.**

4       This title may be cited as the “Technology for To-  
5   morrow Fund”.

6   **SEC. 202. TECHNOLOGY FOR TOMORROW FUND.**

7       (a) GRANTS TO ELIGIBLE PARTNERSHIPS.—From  
8   the amounts appropriated under section 207 and not re-  
9   served under subsection (b), the Secretary shall award  
10   grants, on a competitive basis, to eligible partnerships to  
11   enable the eligible partnerships to carry out activities de-  
12   scribed in section 204 to improve student achievement,  
13   academic growth, and college-and-career readiness  
14   through the use of technology and digital learning.

15       (b) RESERVATION OF FUNDS.—The Secretary may  
16   reserve up to 5 percent of the amounts appropriated under  
17   section 207 for a fiscal year for—

18           (1) the administration of this title; and  
19           (2) the evaluation and dissemination activities  
20   described in section 204(b).

21       (c) DURATION OF GRANT PERIOD.—A grant under  
22   subsection (a) shall be awarded to an eligible partnership  
23   for at least a 2-year period and not longer than a 3-year  
24   period, except that the Secretary may award the eligible  
25   partnership an additional 2-year grant if the eligible part-



1 nership demonstrates satisfactory progress on the per-  
2 formance measures described in section 206(a).

3 **SEC. 203. APPLICATION.**

4 (a) IN GENERAL.—To receive a grant under section  
5 202, an eligible partnership shall submit an application  
6 at such time and in such manner as the Secretary may  
7 require, and containing the information described in sub-  
8 section (b).

9 (b) CONTENTS.—An application submitted under  
10 subsection (a) shall include—

11 (1) a description of the eligible partnership, the  
12 partners forming the eligible partnership, and the  
13 roles and responsibilities of each partner;

14 (2) a demonstration of each partner's capacity  
15 and commitment to fulfill its role and responsibilities  
16 to ensure the successful completion of activities de-  
17 scribed in section 204;

18 (3) a description of how the grant funds will be  
19 used to improve the achievement, academic growth,  
20 and college-and-career readiness of students, par-  
21 ticularly at-risk, low-income, and low-performing stu-  
22 dents;

23 (4) a description of how the activities funded by  
24 the grant will be innovative, systemic, or evidence-  
25 based by ensuring such activities—

1 (A) are based on strong or promising evi-  
2 dence or a review of the best available research  
3 evidence; and

4 (B) may contribute to the development and  
5 use of new models;

6 (5) a description of how such activities will uti-  
7 lize technology and digital learning to—

8 (A) promote personalized, individualized  
9 instruction that improves student achievement,  
10 academic growth, and college-and-career readi-  
11 ness;

12 (B) improve teacher and school leader  
13 preparation, training, knowledge, skills, prac-  
14 tice, and professional capacity;

15 (C) ensure all students, particularly at-risk  
16 and historically disadvantaged students, includ-  
17 ing students with disabilities and English-lan-  
18 guage learners, have equitable access to high-  
19 quality curriculum, instruction, assessments,  
20 technology, and digital learning; or

21 (D) improve the efficiency and productivity  
22 of education;

23 (6) a description of how the eligible partnership  
24 will measure and report data on the effectiveness of  
25 such activities under section 205(a) ;

1           (7) an assurance that the grant funds will not  
2 solely be used—

3               (A) to purchase materials, hardware, or  
4 technology-based tools; or

5               (B) to implement online learning to the ex-  
6 clusion of other activities;

7           (8) a description of how the eligible partnership  
8 will ensure that a grant received under this title is  
9 not duplicative of support received under the E-rate  
10 program; and

11           (9) such other information as the Secretary  
12 may require.

13       (c) APPLICATION REVIEW AND AWARD.—

14           (1) APPLICATION REVIEW AND APPROVAL.—

15       The Secretary shall—

16               (A) establish a peer review process to as-  
17 sist in the review of the grant applications and  
18 approval of the grants under this section;

19               (B) appoint to the peer review process in-  
20 dividuals who are educators and experts in—

21                       (i) technology and digital learning;

22                       (ii) classroom instruction and teaching  
23 practice;

24                       (iii) school improvement, redesign, or  
25 turnaround;

1 (iv) teacher and school leader training  
2 or professional development; and

3 (v) education efficiency and produc-  
4 tivity; and

5 (C) ensure that each grant is of sufficient  
6 size and scope to carry out the activities de-  
7 scribed in the grant application under sub-  
8 section (b), including the activities described in  
9 section 204 and measuring and reporting data  
10 under section 205(a).

11 (2) GRANT AWARD.—In awarding grants under  
12 this title, the Secretary shall, to the extent prac-  
13 ticable, ensure—

14 (A) diversity in the type of activities fund-  
15 ed under the grants, including statewide and  
16 local initiatives;

17 (B) equitable geographic distribution of the  
18 grants, including urban and rural areas and  
19 small and large local educational agencies; and

20 (C) that eligible partnerships receiving  
21 such grants—

22 (i) demonstrate that activities funded  
23 by the grant will be carried out based on  
24 strong or promising evidence; and

1 (ii) are committed to and capable of  
2 successfully carrying out the activities de-  
3 scribed in the grant application submitted  
4 under subsection (b), including the activi-  
5 ties described in section 204 and meas-  
6 uring and reporting data under section  
7 205(a).

8 **SEC. 204. USE OF FUNDS.**

9 (a) REQUIREMENTS.—An eligible partnership receiv-  
10 ing a grant under this title shall use grant funds to carry  
11 out 1 or more of the following activities that utilize tech-  
12 nology and digital learning to promote:

13 (1) Personalized, individualized instruction that  
14 improves student achievement, academic growth, and  
15 college-and-career readiness, such as—

16 (A) hybrid, blended, or other digital-learn-  
17 ing opportunities that combine online and  
18 teacher-based instruction to improve student  
19 outcomes;

20 (B) gaming or other personalized digital or  
21 technology-based tools that individualize in-  
22 struction and promote self-directed learning and  
23 higher order thinking skills, including giving  
24 students control over the place, pace, or time of  
25 learning;

1 (C) online platforms or opportunities that  
2 provide students opportunities for credit recovery or advanced credit accumulation; and

3  
4 (D) expanding the accommodations available to students with disabilities and English-language learners.

5  
6  
7 (2) Improving teacher and school leader preparation, professional development, knowledge, skills, practice, and professional capacity, such as—

8  
9  
10 (A) tools or programs that equip teachers  
11 to differentiate instruction, conduct ongoing  
12 formative assessments, and use real-time data  
13 or data systems to identify individual student  
14 learning needs and guide personalized instruction, learning, and appropriate interventions  
15 that address those individualized student learning needs;  
16  
17

18 (B) on-demand professional development,  
19 online communities of practice, or other technology-based tools that improve teaching and  
20 leadership;  
21

22 (C) pre-service training in the use of technology and digital learning to improve student  
23 outcomes; and  
24

1 (D) technology-based tools to improve the  
2 administration and implementation of teacher  
3 evaluation systems or other human capital sys-  
4 tems.

5 (3) Ensuring all students, particularly at-risk  
6 and low-performing students, have equitable access  
7 to high-quality curriculum, instruction, assessments,  
8 technology, and digital learning by effectively imple-  
9 menting technology tools consistent with principals  
10 of universal design for learning, such as—

11 (A) using tools or programs to teach stu-  
12 dents higher order thinking skills;

13 (B) improving the education of students  
14 with disabilities through assessment accom-  
15 modations, including assistive technology;

16 (C) improving the education of English-  
17 language learners, including language pro-  
18 ficiency and academic content, through intuitive  
19 games and interfaces, web-based interventions,  
20 or technology-based assessments and assess-  
21 ment accommodations;

22 (D) technology-based tools or digital learn-  
23 ing opportunities that enhance high-quality  
24 early learning or early childhood education pro-  
25 grams;

1 (E) expanding learning opportunities, par-  
2 ticularly for students who are low-performing or  
3 live in rural areas, that increase access to high-  
4 quality curriculum and instruction, advanced  
5 placement or international baccalaureate  
6 courses, science, technology, engineering, and  
7 mathematics education, or enrichment activi-  
8 ties; and

9 (F) enhancing the quality, depth, or ad-  
10 ministration of student assessments, including  
11 summative, formative, and classroom-based as-  
12 sessments.

13 (4) Improving the efficiency and productivity of  
14 education, such as—

15 (A) extending the reach of high-quality  
16 materials, tools, curriculum, instruction, or  
17 teachers through such means as open edu-  
18 cational resources or blended learning;

19 (B) making student learning or school im-  
20 provement more effective and cost-efficient  
21 through online or digital platforms; and

22 (C) use of laptops, personal devices, or  
23 technology-infused instruction to reduce cost  
24 and improve delivery of instruction.



1 (b) LIMITATIONS ON USES OF FUNDS.—An eligible  
2 partnership may not use the total amount of a grant re-  
3 ceived under this title for a fiscal year—

4 (1) on materials, hardware, or technology-based  
5 tools; or

6 (2) to implement online learning to the exclu-  
7 sion of other activities.

8 **SEC. 205. DATA COLLECTION AND REPORTING.**

9 (a) REPORTING.—Each eligible partnership receiving  
10 a grant under this title shall collect and report to the Sec-  
11 retary, on at least an annual basis, such information on  
12 the progress, outcomes, and best practices learned from  
13 activities under the grant as the Secretary may require,  
14 which—

15 (1) shall include information on the impact of  
16 the grant on student outcomes, such as—

17 (A) the number of and demographic infor-  
18 mation about students who are served by the el-  
19 igible partnership under this title;

20 (B) student achievement, student growth,  
21 and graduation rates of such students;

22 (C) college-and-career readiness data about  
23 students of such students, such as rates of  
24 credit accumulation, course taking and comple-  
25 tion, and college enrollment and persistence;

1 (D) student attendance and participation  
2 rates; and

3 (E) such other information the Secretary  
4 may require or other information the eligible  
5 partnership proposes to include and approved  
6 by the Secretary; and

7 (2) may include data on—

8 (A) student engagement and discipline;

9 (B) school climate and teacher working  
10 conditions; and

11 (C) increases in inclusion of students with  
12 disabilities and English-language learners.

13 (b) DISAGGREGATION.—Each eligible partnership re-  
14 ceiving a grant under this title shall disaggregate the in-  
15 formation required under subsection (a) in the same man-  
16 ner as information is disaggregated under section  
17 1111(h)(1)(C)(i) of the Elementary and Secondary Edu-  
18 cation Act of 1965 (20 U.S.C. 6311(h)(1)(C)(i)).

19 **SEC. 206. PERFORMANCE MEASUREMENT AND EVALUA-**  
20 **TION AND DISSEMINATION.**

21 (a) PERFORMANCE MEASURES.—Prior to the review-  
22 ing and awarding of grants under this title, the Secretary  
23 shall establish performance measures used to evaluate the  
24 progress and performance of each eligible partnership  
25 that—

1 (1) shall include, at a minimum, information on  
2 the impact of the grants on student outcomes as re-  
3 ported under section 205(a); and

4 (2) may include such other information as the  
5 Secretary may reasonably require.

6 (b) EVALUATION AND DISSEMINATION.—From  
7 amounts reserved under section 202(b), the Secretary  
8 shall—

9 (1) conduct or enter into a contract with an  
10 outside evaluator to conduct—

11 (A) a comprehensive evaluation after the  
12 third year that the grant program is carried  
13 under this title on the effectiveness of all grants  
14 awarded under this title; and

15 (B) a final evaluation following the final  
16 year of the grant program under this title—

17 (i) that focuses on the improvement in  
18 student outcomes reported under para-  
19 graphs (1) through (3) of section 205(a);

20 (ii) that compares the relative effec-  
21 tiveness of different types of programs car-  
22 ried under this title and compares the rel-  
23 ative effectiveness of variations in imple-  
24 mentation within such programs; and

1 (iii) identifies the conditions and prac-  
2 tices needed for the effective use of tech-  
3 nology and digital learning, including  
4 issues related to teacher professional devel-  
5 opment, educational leadership, classroom  
6 and school practices and implementation  
7 and support;

8 (2) disseminate and provide technical assistance  
9 to local educational agencies and State educational  
10 agencies on best practices in utilizing technology and  
11 digital learning to improve student achievement, aca-  
12 demic growth, and college-and-career readiness; and

13 (3) ensure that the Department of Education  
14 applies the best practices described in paragraph (2)  
15 in carrying out other innovation funds.

16 **SEC. 207. AUTHORIZATION OF APPROPRIATIONS.**

17 There are authorized to be appropriated to carry out  
18 this title \$250,000,000 for fiscal year 2014 and such sums  
19 as may be necessary for each of the 4 succeeding fiscal  
20 years.